

Beyond Trauma

A Healing Journey for Women

BEYOND TRAUMA
A Healing Journey for Women

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CENTER FOR GENDER AND JUSTICE
INSTITUTE FOR RELATIONAL DEVELOPMENT | LA JOLLA, CA

KSAODS
JULY 20, 2016 WORKSHOP LOUISVILLE KY

BEYOND TRAUMA A HEALING JOURNEY FOR WOMEN

Facilitator Guide Participant Workbook

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BEYOND TRAUMA
A HEALING JOURNEY FOR WOMEN
12 SESSIONS

HEALING TRAUMA
A BRIEF INTERVENTION FOR WOMEN
6 SESSIONS

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HEALING TRAUMA
A BRIEF INTERVENTION FOR WOMEN
6 SESSIONS ON CD-ROM

Session 1: Welcome and Introduction
Session 2: Power and Abuse
Session 3: The Process of Trauma and Self-Care
Session 4: The ACE Survey and Anger
Session 5: Healthy Relationships
Session 6: Love, Endings, and Certificates

(workbook in English and Spanish)

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WHAT'S NEW

- New and updated foundational information for the facilitator in part 1
- New statistics about abuse and other forms of trauma in part 1 and in the sessions
- New discoveries, publications, and insights in the field
- Longer sessions (2 hours rather than 1½ hours)
- Additional session, which enables us to include more new lectures and activities for the participants that reflect current thinking and practice

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WHAT'S NEW (CONT.)

- Information at the end of each session about adapting the curriculum for use with adolescent girls
- New national resources (organizations and groups) for the facilitator and participants
- Two new DVDs: one for facilitators and one for use with the participants
- Yoga poses

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PART 1:
OVERVIEW OF TRAUMA AND THE
BEYOND TRAUMA PROGRAM
Chapter 1: Background Information
Chapter 2: Introduction to the Program

PART 2:
SESSION OUTLINES

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PART 1:
OVERVIEW OF TRAUMA AND THE
BEYOND TRAUMA PROGRAM

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CHAPTER 1: BACKGROUND INFORMATION

- What Is Trauma?
- Women and Trauma
- Understanding Trauma
- A Model for Women's Recovery:
Women's Integrated Treatment (WIT)
- Working with Trauma



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CHAPTER 2: INTRODUCTION TO THE PROGRAM

- The Curriculum
- Using the Facilitator Guide
- The Role of the Facilitator
- Suggestions for Conducting Group Sessions



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CHAPTER 1:
BACKGROUND INFORMATION

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LEVELS OF VIOLENCE

- Childhood
- Adolescence
- Adulthood
- Street (workplace and community)
- Consumer culture and media
- War
- Planet

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*Although the world is full of suffering,
it is also full of the overcoming of it.*

~ Helen Keller

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TWO KINDS OF SUFFERING

- Natural
- Created

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DEFINITION OF TRAUMA

The diagnostic manual used by mental health providers defines trauma as

*"exposure to actual or threatened death,
serious injury, or sexual violence"*

(American Psychiatric Association 2013)

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DEFINITION OF TRAUMA (CONT.)

The exposure must result from one or more of the following scenarios in which the individual

- directly experiences the traumatic event
- witnesses the traumatic event in person

(American Psychiatric Association 2013)

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DEFINITION OF TRAUMA (CONT.)

The exposure must result from 1 or more of the following scenarios, in which the individual

- learns that the traumatic event occurred to a close family member or close friend
- experiences firsthand repeated or extreme exposure to aversive details of the traumatic event (not through media, pictures, television, or movies unless work-related)

(American Psychiatric Association 2013)

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DEFINITION OF TRAUMA (CONT.)

The disturbance, regardless of its trigger, causes significant distress or impairment in the individual's

- social interactions
- capacity to work
- other important areas of functioning

(It is not the physiological result of another medical condition, medication, alcohol, or other drugs.)

(American Psychiatric Association 2013)

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DEFINITION OF TRAUMA (CONT.)

Trauma occurs when an external threat overwhelms a person's internal and external positive coping resources.

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VIOLENCE AGAINST WOMEN

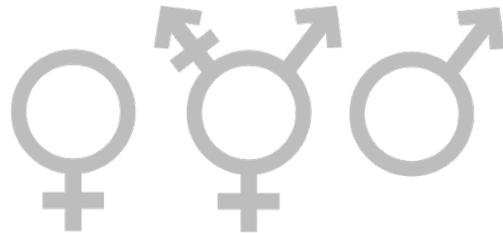
Violence against women is so pervasive that the United Nations has addressed and defined violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

(United Nations General Assembly 1993)

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TRAUMA



Gender Differences

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GENDER AND ABUSE

- As children, boys and girls suffer similar rates of abuse
 - Girls - sexually abused
 - Boys - emotional neglect or physical abuse.
- In adolescence, boys are at greater risk if they are gay, young men of color, or gang members.
 - Young men - people who dislike or hate them.
 - Young women - relationships; from the person to whom she is saying, "I love you."

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GENDER AND ABUSE (CONT.)

- Adulthood
 - Man - combat or being a victim of crime
 - Woman - relationship; the person "I love you."
- Transgender
 - High risk and rates of abuse

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TRAUMATIC EVENTS

Trauma can take many forms:

- Emotional, sexual, or physical abuse
- Neglect
- Abandonment (especially for small children)
- Extremely painful and frightening medical procedures

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TRAUMATIC EVENTS (CONT.)

- Catastrophic injuries and illnesses
- Rape or assault
- Muggings
- Domestic violence
- Burglary
- Automobile accidents

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TRAUMATIC EVENTS (CONT.)

- Immigration
- Natural disasters (hurricanes, floods, earthquakes, tornadoes, fires, volcanoes)
- Terrorism, such as September 11, 2001
- Witnessing violence, such as a parent harming another parent

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TRAUMATIC EVENTS (CONT.)

- The unexpected/violent loss of a loved one (even of a pet)
- Kidnapping
- Trafficking
- Combat/war
- Torture
- Intergenerational (cultural or historical) trauma

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HISTORICAL TRAUMA

- Across generations
- Massive group trauma
- Examples include Native Americans, African Americans, Holocaust survivors, Japanese internment survivors

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DEFINITION OF HISTORICAL TRAUMA

"...the cumulative emotional and psychological wounding...spanning generations, which emanates from a massive group trauma."

(Brave Heart 2003)

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INTERPERSONAL VIOLENCE (INTIMATE PARTNER VIOLENCE — IPV)

Of all these forms of trauma,
women are at greater risk of interpersonal
abuse than men.

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TRAUMA-INFORMED SERVICES

- Take the trauma into account.
- Avoid triggering trauma reactions.
- Adjust the organization so that trauma survivors can access and benefit from services.

(Harris and Fallot 2001)

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CORE VALUES OF TRAUMA-INFORMED CARE

- Safety (physical and emotional)
- Trustworthiness
- Choice
- Collaboration
- Empowerment

(Fallot and Harris 2008)

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CORE VALUES OF TRAUMA- INFORMED ENVIRONMENT

- Safety:** Ensuring physical and emotional safety
- Trustworthiness:** Maximizing trustworthiness, modeling openness, maintaining appropriate boundaries, and making tasks clear
- Choice:** Emphasizing individual choice and control

(Adapted from Fallot and Harris 2008)

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CORE VALUES OF TRAUMA- INFORMED ENVIRONMENT (CONT.)

- Collaboration:** Providing equality in participation, sharing power, and creating a sense of belonging
- Empowerment:** Striving for empowerment and skill-building

(Adapted from Fallot and Harris 2008)

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Becoming Trauma Informed
Creates a Culture Shift

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A CULTURE SHIFT: SCOPE OF CHANGE IN A DISTRESSED SYSTEM

- Involves all aspects of program activities, setting, relationships, and atmosphere (*more than implementing new services*)
- Involves all groups: administrators, supervisors, direct service staff, support staff, and consumers (*more than service providers*)
- Involves making trauma-informed change into a new routine, a new way of thinking and acting (*more than new information*)

(Harris and Falot 2001) © 2016 BY STEPHANIE S. COVINGTON **37**

PROCESS OF TRAUMA

The diagram illustrates the process of trauma through several stages:

- Traumatic Event:** Overwhelms the physical and psychological coping skills.
- Response to Trauma:** Fight, flight, or freeze. Altered state of consciousness, Body sensations, Numbing, Hypervigilance, Hyperarousal, Collapse.
- Sensitized Nervous System:** Changes in the Brain, Brain-Body Connection.
- Psychological and Physical Distress:** Current stressors, Reminders of trauma (triggers), Sensations, Images, Behavior, Affect (emotions), Memory.
- Emotional and/or Physical Responses:**
 - Retreat:** Isolation, Dissociation, Depressive disorders, Anxiety disorders.
 - Harmful Behavior to Self:** Substance use disorders, Feeding and eating disorders, Deliberate self-harm, Suicidal actions.
 - Harmful Behavior to Others:** Aggression, Violence, Rages, Threats.
 - Physical Health Issues:** Lung disease, Heart disease, Autoimmune disorders, Obesity.

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PROCESS OF TRAUMA (CONT.)

This diagram details the first three stages of the trauma process:

- Traumatic Event:** Overwhelms the physical and psychological coping skills.
- Response to Trauma:** Fight, flight, or freeze. Altered state of consciousness, Body sensations, Numbing, Hypervigilance, Hyperarousal, Collapse.
- Sensitized Nervous System:** Changes in the Brain, Brain-Body Connection.

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PROCESS OF TRAUMA (CONT.)

This diagram details the final stages of the trauma process:

- Psychological and Physical Distress:** Current stressors, Reminders of trauma (triggers), Sensations, Images, Behavior, Affect (emotions), Memory.
- Emotional and/or Physical Responses:**
 - Retreat:** Isolation, Dissociation, Depressive disorders, Anxiety disorders.
 - Harmful Behavior to Self:** Substance use disorders, Feeding and eating disorders, Deliberate self-harm, Suicidal actions.
 - Harmful Behavior to Others:** Aggression, Violence, Rages, Threats.
 - Physical Health Issues:** Lung disease, Heart disease, Autoimmune disorders, Obesity.

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TRAUMA

- Variation in what trauma is
- Variation in response

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TRAUMA (CONT.)

- Acute event: accident, assault
- Chronic: ongoing abuse, poverty, racism

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TOXIC STRESS

- Stress of adversity is toxic to the development of the brain
- Important consideration with children

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PRIMARY RESPONSES

- Emotions—dysregulation
- Behavior—unmanageable
- Relationships—lack of connection and trust

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PRIMARY ISSUES (CHILDREN)

- Attachment—relationships
- Regulation—feelings and behavior
- Competencies—learning

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ACE STUDY (ADVERSE CHILDHOOD EXPERIENCES)

- Collaboration between
 - Centers for Disease Control and Prevention
 - Kaiser Permanente HMO in California
- Largest study ever
- 17,000 adult members participated

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ACE STUDY (CONT.)

Before age 18:

1. Recurrent and severe emotional abuse
2. Recurrent and severe physical abuse
3. Contact sexual abuse
4. Emotional neglect
5. Physical neglect

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ACE STUDY (CONT.)

Growing up in a household with

6. Both biological parents *not* being present
7. Your mother being treated violently
8. An alcoholic or drug user
9. A family member who is mentally ill, chronically depressed, or attempting suicide
10. A family member being imprisoned

(N = 17,000)

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ACE STUDY (CONT.)

Results

ACEs still have a profound effect 50 years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcoholism
- Injection of illegal drugs
- Obesity

(Felitti 2002, 44-47)

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HIGHER ACE SCORE CHRONIC HEALTH CONDITIONS

- Heart disease
- Autoimmune diseases
- Lung cancer
- Pulmonary disease
- Liver disease
- Skeletal fractures
- Sexually transmitted infections
- HIV/AIDS

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ACE STUDY (CONT.)

Women are 50% more likely than men to have a score of 5 or more.

(Felitti and Anda 2010)

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ACE STUDY (CONT.)

"I see that you have...
Tell me how that has affected you later in your life."

(Felitti and Anda 2010)

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WOMEN IN PRISON CHILDHOOD TRAUMATIC EVENTS LARGEST EFFECT—MENTAL HEALTH

- Psychotropic medication
- Mental health treatment
- Attempted suicide
- Traumatic stress

(Messina and Grello 2006)

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WOMEN IN PRISON (CONT.) CHILDHOOD TRAUMATIC EVENTS LARGEST EFFECT—MENTAL HEALTH

- 980% increase in odds if exposed to 7 CTEs

(Messina and Grello 2006)

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Trauma Informed

Trauma Specific

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TRAUMA-SPECIFIC INTERVENTIONS

Services designed specifically

- to address violence, trauma, and related symptoms and reactions
- to facilitate recovery and healing

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TRAUMA: STAGES OF RECOVERY

SYNDROME	STAGE ONE	STAGE TWO	STAGE THREE
Hysteria	Stabilization, symptom-oriented treatment	Exploration of traumatic memories	Personality reintegration, rehabilitation
Combat trauma	Trust, stress-management education	Re-experiencing trauma	Integration of trauma

(Herman 1997) © 2016 BY STEPHANIE S. COVINGTON 57

TRAUMA: STAGES OF RECOVERY (CONT.)

SYNDROME	STAGE ONE	STAGE TWO	STAGE THREE
Complicated posttraumatic stress disorder	Stabilization	Integration of memories	Development of self, drive integration

(Herman 1997) © 2016 BY STEPHANIE S. COVINGTON 58

TRAUMA: STAGES OF RECOVERY (CONT.)

SYNDROME	STAGE ONE	STAGE TWO	STAGE THREE
Multiple personality disorder	Diagnosis, stabilization, communication, cooperation	Metabolism of trauma	Resolution, integration, development of post-resolution coping skills
Traumatic disorders	Safety	Remembrance and mourning	Reconnection

(Herman 1997) © 2016 BY STEPHANIE S. COVINGTON 59

TRAUMA: THREE GROUP MODELS

GROUP	RECOVERY STAGE ONE	RECOVERY STAGE TWO	RECOVERY STAGE THREE
Therapeutic task	Safety	Remembrance and mourning	Reconnection
Time orientation	Present	Past	Present, future
Focus	Self-care	Trauma	Interpersonal relationships

(Herman 1997) © 2016 BY STEPHANIE S. COVINGTON 60

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TRAUMA: THREE GROUP MODELS (CONT.)

GROUP	RECOVERY STAGE ONE	RECOVERY STAGE TWO	RECOVERY STAGE THREE
Membership	Homogeneous	Homogeneous	Heterogeneous
Boundaries	Flexible, inclusive	Closed	Stable, slow turnover
Cohesion	Moderate	Very high	High

(Herman 1997)

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TRAUMA: THREE GROUP MODELS (CONT.)

GROUP	RECOVERY STAGE ONE	RECOVERY STAGE TWO	RECOVERY STAGE THREE
Conflict tolerance	Low	Low	High
Time limit	Open-ended or repeating	Fixed limit	Open-ended
Structure	Didactic	Goal-directed	Unstructured
Example	Twelve Step programs	Survivor group	Interpersonal psychotherapy group

(Herman 1997)

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KEY ELEMENTS (STAFF AND CLIENTS)

- Learn what trauma/abuse is
- Understand typical responses
- Develop coping skills

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SECONDARY TRAUMATIC STRESS (STS)

- **Compassion fatigue**
No empathy—doesn't happen
Charles Figley "sudden"
- **Burnout**
Bloom—conflict of values
- **Vicarious traumatization**
Laurie Pearlman "slow"

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DEFINITION OF RECOVERY

The definition of **recovery** has shifted from a focus on what is deleted from one's life (alcohol and other drugs, arrests for criminal acts, hospitalizations) to what is added to one's life (the achievement of health and happiness).

(Miller and Delaney 2005)

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TRAUMA AND ADDICTION

The women with more experiences of trauma had more severe addiction issues.

(Johnson, Coffee, O'Leary, and Abdallah 2010)

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ABUSE AND SUBSTANCE USE

Abuse within the first 5 years of life is significantly associated with substance use in girls as young as 12, through the teen years, and in the early 20s.

(Lansford, Dodge, Pettit, and Bates 2010)

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SEXUAL ABUSE AND SUBSTANCE USE

Women who experience more than 1 sexual assault are 3.5 times more likely to either start or increase the frequency of their substance use than women with only 1 assault experience.

(McFarlane et al. 2005)

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SEXUAL ABUSE AND MENTAL HEALTH

Women who have histories of sexual assault commonly experience multiple factors:

- 65% experience PTSD
- 51% experience depression
- 82% develop anxiety
- 49% become dependent on alcohol
- 61% use illicit substances
- 44% experience thoughts of suicide
- 19% attempt suicide

(Campbell, Dworkin, and Cabral 2009)

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POSTTRAUMATIC STRESS DISORDER (PTSD)

- **Intrusive symptoms**—flashbacks, nightmares, intense or prolonged distress
- **Avoidant symptoms**—avoiding people, places, and situations that are triggers or reminders; disconnection

(American Psychiatric Association 2013)

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POSTTRAUMATIC STRESS DISORDER (PTSD) (CONT.)

- **Negative emotions and thoughts**—blaming, excessive negativity, fear, anger, shame, diminished interests, feelings of isolation
- **Arousal symptoms**—angry outbursts, reckless and dangerous behavior, hypervigilance, difficulty sleeping

(American Psychiatric Association 2013)

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POSTTRAUMATIC STRESS DISORDER (PTSD) (CONT.)

Trauma seems to lead to brain changes in everyone who is exposed. PTSD may not actually be abnormal or a "disorder" but the brain's natural reaction to events and experiences that are abnormal.

(Stark, Parsons, Van Hornevelt, et al. 2015)

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TYPES OF ABUSE

- Sexual abuse
- Physical abuse
- Emotional abuse
- Domestic violence
- Witnessing abuse/violence
- Self-inflicted violence
- Military sexual assault (MST)

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TYPES OF ABUSE (CONT.)

Stigmatization

Women and girls in criminal justice system
Women and girls of color
Women and girls in poverty
Lesbian, transgender, bisexual women and girls
Women and girls with mental health disorders

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EFFECTS OF TRAUMA

Neuroscience research shows that the only way we can help women who have experienced trauma change how they feel is by helping them to become aware of their inner experiences and learn what is going on inside them.

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EFFECTS OF TRAUMA (CONT.)

Most of our conscious brains are dedicated to focusing on the outside world. Some of the activities in *Beyond Trauma* are designed to help women focus on the inside to identify and accept the emotions embedded in their bodies.

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SEEDS

Five factors to promote healing of the brain:

- S – social connectivity
- E – exercise
- E – education
- D – diet
- S – sleep

(Arden 2014)

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SEEDS (CONT.)

S – social connectivity

Being in connection and relationship with others.

E – exercise

Thirty minutes a day can make a big difference.

E – education

Learn something new each day.

D – diet

The food we eat either nourishes or starves our brain.

S – sleep

Our brains and our bodies need to rest and regenerate each day.

(Arden 2014)

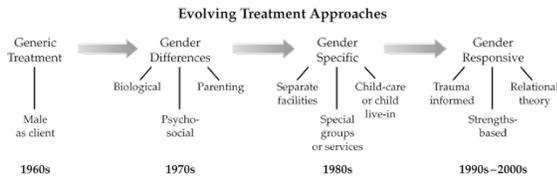
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EVOLVING TREATMENT APPROACHES



(Grella 2008)

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GENDER-RESPONSIVE TREATMENT

- Creating an environment through
 - site selection
 - staff selection
 - program development
 - content and material
- that reflects an understanding of the realities of the lives of women and girls and
- addresses and responds to their strengths and challenges.

(Covington 2002)

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WHAT IS A GENDER-RESPONSIVE APPROACH?

Less about differences between males and females and more about using research on girls and women (boys and men) to guide what we do.

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WOMEN-ONLY TREATMENT LONG-TERM OUTCOMES (10-YEAR FOLLOW-UP)

- Women-only (WO) treatment compared to mixed-gender (MG)
- WO increased odds of successful outcome by 49%

(Evans, Levin, LL, and Hser 2013)

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WOMEN'S INTEGRATED TREATMENT (WIT)

This model is holistic, integrated, and based on

- the gender-responsive definition and guiding principles
- a theoretical foundation
- interventions/strategies that are multidimensional

(Covington 2007)

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THEORETICAL FOUNDATION

The theories related to gender and addiction (and any other relevant treatment services) that create the framework of thought for program development. This is the knowledge base that creates the foundation upon which the program is developed.

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WOMEN'S INTEGRATED TREATMENT (WIT) THEORETICAL FOUNDATION

Theory of Addiction

- Holistic health model
- Chronic neglect of self in favor of something or someone else

Theory of Women's Psychological Development

- Relational-cultural model (Stone Center)

Theory of Trauma

- Three-Stage Model (Herman)
- Upward Spiral—A Transformational Model (Covington)

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BEYOND TRAUMA A HEALING JOURNEY FOR WOMEN

Trauma Theory

- Sandra Bloom, MD
- Judith Herman, MD
- Peter Levine, PhD
- Daniel Siegel, MD

Integrates cognitive-behavioral, expressive arts, guided imagery, and relational therapy.

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TREATMENT STRATEGIES

The approaches used in the program that create the therapeutic process. These are the ways in which theory is operationalized (how theory is applied).

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TREATMENT STRATEGIES (CONT.)

- Cognitive-behavioral
- Guided imagery
- Relational therapy
- Mindfulness
- Eye movement desensitization and reprocessing (EMDR)
- Emotional Freedom Techniques (EFT)
- Expressive arts
- Mind-body (yoga)

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BEYOND TRAUMA AND HEALING TRAUMA THEMES

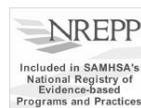
- Safety
- Empowerment
- Connection (Aloneness)
- Normal reactions (Shame)
- Mind-body connection
- Substance abuse
- Woman-centered

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EVIDENCE-BASED

- Researched in
 - Residential treatment
 - Women's prison
 - Drug court
- Listed on NREPP and CEBC

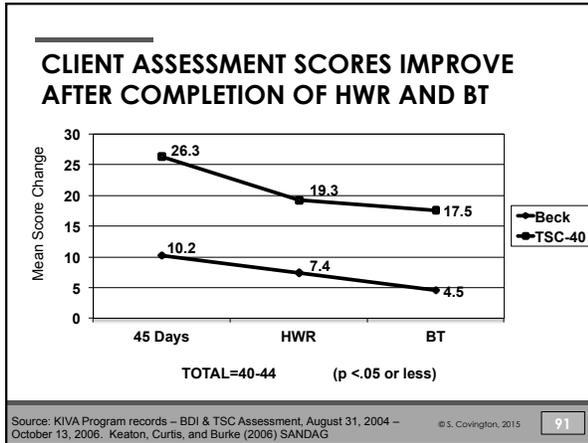


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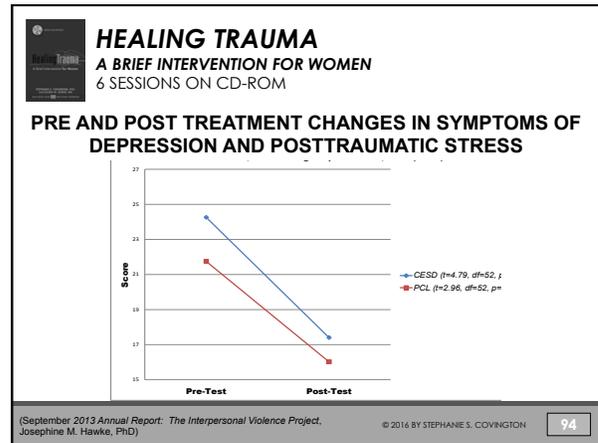
PRISON STUDY (NIDA FUNDED)

- Randomized control group
- Gender-responsive vs. Therapeutic community
- Significant differences
 - Greater reduction of drug use
 - More likely to complete treatment
 - Remained longer in aftercare
 - Less recidivism (re-incarcerated) at 12 months

(p ≤ .05)

DRUG STUDY (NIDA FUNDED)

- Four sites in San Diego County
- Randomized control group
- Results
 - Fewer sanctions
 - Longer in treatment
 - Reduced PTSD symptoms
 - Judge notices differences



CHAPTER 2:

INTRODUCTION TO THE PROGRAM

CHAPTER 2: INTRODUCTION TO THE PROGRAM

- The Curriculum
- Using the Facilitator Guide
- The Role of the Facilitator
- Suggestions for Conducting Group Sessions

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WHAT MAKES A GOOD FACILITATOR?

The following qualities in a facilitator will help to ensure a positive group experience:

- Trustworthy
- Credible
- Available
- Reliable, consistent
- Hopeful
- Warm, compassionate
- Emotionally mature

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WHAT MAKES A GOOD FACILITATOR? (CONT.)

- Healthy boundaries, respects confidentiality
- Committed to and interested in women's issues
- Multicultural sensitivity and responsiveness
- Appropriate gender—a female should facilitate the all-female groups
- Prepares ahead of time for each session

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WHAT MAKES A GOOD FACILITATOR? (CONT.)

- If a trauma survivor, she needs to feel confident that she is at a place in her own recovery that will allow for healthy and positive outcomes for herself and the women in the group
- Content expertise, if possible
- Skills as a facilitator

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WHEN IS SOMEONE READY TO EXPLORE TRAUMA?

- She is able to use some safe coping skills.
- She has no major current crises or instability (e.g., just became homeless).
- She *is willing* to do this type of work.
- She can reach out for help when in danger.
- She is not using substances to such a severe degree that emotionally upsetting work may increase her use.

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WHEN IS SOMEONE READY TO EXPLORE TRAUMA? (CONT.)

- Her suicidality has been evaluated and taken into account.
- She is in an ongoing system of care that is stable and consistent, with no immediate planned changes (e.g., discharge from inpatient unit or residential program).

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BEYOND TRAUMA

Each of the 12 sessions addresses how to adapt the session for adolescent girls.

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Beyond Trauma

A Healing Journey for Women

GIRLS' COMPARISON STUDY

Sexually abused girls suffer more often from the following:

- Depression
- Dissociative symptoms
- Troubled sexual development
- Obesity
- Self-harm

(Tickett, Noll, and Putnam 2011)

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GIRLS' COMPARISON STUDY (CONT.)

- Dropping out of high school at a higher rate
- Major illnesses
- Being diagnosed with a host of different psychiatric labels

(Tickett, Noll, and Putnam 2011)

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HEALING FROM TRAUMA

- The physical symptoms of PTSD are within manageable limits.
- The woman is able to bear feelings associated with traumatic memories.
- The woman has authority over her memories (that is, her memories don't limit what she does; she chooses what to do, instead of being immobilized in some areas).
- The memory of trauma is linked with feelings.

(Harvey 1996, 2007)

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HEALING FROM TRAUMA (CONT.)

- Damaged self-esteem is restored (for example, a rape survivor realizes that the rape did not occur because she was a "bad" woman).
- Important relationships have been reestablished.
- The woman has reconstructed a system of meaning and belief that encompasses the story of the trauma (for instance, she understands that the rape was not caused by her and that some men use power and control to get what they want).

(Harvey 1996, 2007)

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RESILIENCE

Resilience is the ability to adapt well in the face of difficult life events. It is the ability to recover from or adjust easily to misfortune or change.

The word **resilience** stems from a Latin word meaning **leap back**.

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RESILIENCE (CONT.)

Although some people are more naturally resilient, a way to develop resilience is in working through the emotions and effects of stress and painful events. Resilience develops as people develop better coping skills. It also comes from supportive, caring relationships with others.

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Beyond Trauma

A Healing Journey for Women

POSTTRAUMATIC GROWTH

- Positive changes from a major life crisis
- Searching for good in the terrible
- Beyond resilience
- Catalyst for higher level of functioning

(Cahoun and Tedeschi 1999, 2013)

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POSTTRAUMATIC GROWTH (CONT.)

- **Personal strength**
Vulnerability → powerlessness can paradoxically boost self-confidence
- **Relationships**
Bonding on a deeper level after tragedy
- **Greater life appreciation**
Can shift perspective to focus on gratitude and joy
- **Beliefs**
May change or be reinforced by grief
- **New possibilities**
Perceive new opportunities and pursue them

(Cahoun and Tedeschi 1999, 2013)

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TRAINING

- Events across the country
- Onsite events
- Staff participating in program materials

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Training Group

Therapy Group

The focus is on

- | | |
|--|---|
| • Learning as a group | • Individual growth |
| • Using the group for experimental learning by means of activities | • Using the group to recreate family-of-origin dynamics |
| • Having support from outside the group (for individual issues) | • Using the group for support for individual issues |
| • Sequential learning | • Process |

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PART 2:

SESSION OUTLINES

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BEYOND TRAUMA

- Module A** Violence, Abuse, and Trauma
- Module B** The Impact of Trauma on Women's Lives
- Module C** Healing from Trauma

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Beyond Trauma

A Healing Journey for Women

FORMAT FOR ALL SESSIONS

- Quiet time—"settling"
- Check-in
- Review of between-sessions activity
- Discussions
- Lectures
- Interactive exercises
- Closing, grounding exercise

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BEYOND TRAUMA **MODULE A:** VIOLENCE, ABUSE, AND TRAUMA

(11 activities)

- Session 1** Introduction to the Program
- Session 2** The Connections between Violence, Abuse, and Trauma
- Session 3** Power and Abuse
- Session 4** The Process of Trauma and Reactions to Trauma

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BEYOND TRAUMA MODULE A, SESSION 1

INTRODUCTION TO THE PROGRAM

Goal of the session:

- To introduce the program
Trauma: A Healing Journey for Women

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SESSION 1 ACTIVITIES

Five Senses
Breathing and Exhaling
Palms Down, Palms Up

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INTRODUCTIONS

- Name
- When and where you were born
- How I identify myself
- People in my family
- One thing I like about myself or a special gift that I have

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GOALS OF BEYOND TRAUMA

- To provide a safe place to reflect and learn more about ourselves
- To learn about trauma and its effects on women
- To learn skills in dealing with trauma and taking care of ourselves
- To identify the lives we want to live

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Beyond Trauma

A Healing Journey for Women

OVERVIEW OF THE PROGRAM

1. Information about trauma in our world
2. How trauma can affect your thoughts, feelings, and behaviors
3. How to better manage your feelings, especially the powerful and painful ones
4. The effects of families and relationships on your life

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OVERVIEW OF THE PROGRAM (CONT.)

5. Information about abusive and healthy relationships
6. Ways to "ground" yourself and soothe yourself
7. Ways to deal with things that "trigger" traumatic responses
8. Ways to enhance healing and well-being

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GROUP AGREEMENTS

- Attendance
- Confidentiality
- Safety
- Feelings
- Participation
- Using "I" statements
- Showing respect
- Sobriety

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Lecture:
What Is Trauma?

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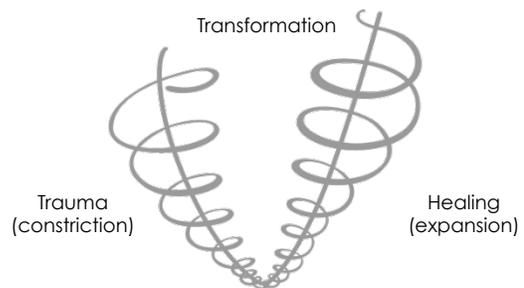
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Lecture:
The Spiral of Trauma and Healing

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UPWARD SPIRAL



(Adapted from Covington 1999, 2008)

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A Healing Journey for Women

Lecture: Triggers

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ACTIVITY: FIVE SENSES

- 5 things 
- 4 things 
- 3 things 
- 2 things 
- 1 thing 

(Covington 2011, 2016)

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Activity: Breathing and Exhaling

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Lecture: How Often Trauma Occurs

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*Although the world is full of suffering,
it is also full of the overcoming of it.*

~ Helen Keller

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Closing Activity: Palms Down, Palms Up

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A Healing Journey for Women



BEYOND TRAUMA
MODULE A, SESSION 2

THE CONNECTIONS BETWEEN VIOLENCE,
ABUSE, AND TRAUMA

Goal of the session:

- To understand the connections between violence, abuse, and trauma

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SESSION 2 ACTIVITIES:

Creating Safety
Palms Down, Palms Up



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Lecture:
The Effects of Toxic Stress and Trauma



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DEFINITION OF TOXIC STRESS

Toxic stress is a strong, unrelieved experience that can adversely affect healthy development, particularly in a child. Without caring adults to buffer children, the unrelenting stress caused by extreme neglect, poverty, or abuse can weaken the developing brain and have long-term consequences on both physical and mental health.



(National Scientific Council on the Developing Child 2007) © 2016 BY STEPHANIE S. COVINGTON 136

INNER SELF AND OUTER SELF

- Impacts Inner Self—Toxic stress/trauma can impact our inner life . . . our thoughts, feelings, beliefs, values. For example, some women believe that “you can’t trust anyone,” and “the world is a very unsafe place.”



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INNER SELF AND OUTER SELF (CONT.)

- Impacts Outer Self—Toxic stress/trauma can impact our outer life . . . our outer life consists of our relationships and our behavior. Many women who have experienced trauma struggle with their relationships—families, friends, sexual relationships.



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A Healing Journey for Women

TRAUMA AND PARENTING

Children

- Can become a trigger

Mother/Father

- Can be overly protective
- May have unrealistic expectations
- May struggle with nurture

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Lecture: Different Responses to Trauma

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POSTTRAUMATIC STRESS DISORDER

- Re-experiencing
- Numbing and avoiding
- Changes in mood and thoughts
- Hyperarousal

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Activity: Creating Safety

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BEYOND TRAUMA MODULE A, SESSION 3

POWER AND ABUSE

Goal of the session:

- To recognize the connection between power and abuse in our society

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SESSION 3 ACTIVITIES:

Role Reversal
Grounding
Five Senses

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Activity:
Role Reversal

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Lecture:
The Power and Control Wheel

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(Duluth Domestic Abuse Intervention Project) © 2016 BY STEPHANIE S. COVINGTON 147

Closing Activity:
Five Senses

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BEYOND TRAUMA **MODULE A, SESSION 4**

THE PROCESS OF TRAUMA AND REACTIONS TO TRAUMA

Goal of the session:

- To understand different types of abuse, the process of trauma, and common reactions to trauma

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SESSION 4 ACTIVITIES:

- Types of Abuse
- Listing Calming Strategies
- Mindful Breathing
- Slowed Exhalation
- Reconnection with the Body

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Beyond Trauma

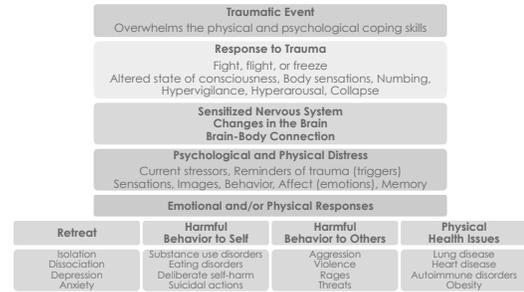
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Activity: Types of Abuse

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PROCESS OF TRAUMA



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CALMING STRATEGIES

- Reading a book
- Listening to music
- Dancing
- Pacing
- Hugging a stuffed animal or toy
- Coloring
- Taking a bubble bath
- Deep breathing
- Exercising
- Writing in a journal
- Doing a craft or creative activity
- Eating
- Taking a shower
- Doing yoga or tai chi
- Watching television
- Talking to friends or relatives
- Going for a walk in a garden or park

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TRAUMA AND THE BRAIN

- People who are under stress often process and organize information differently.
- Physical, emotional, or sexual abuse can set off a series of physical changes that alter the structure and functioning of a child's brain in order for her or him to cope with a dangerous world.
- Flashbacks and confusion both may stem from the effect of trauma on the brain.

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TRAUMA AND THE BRAIN (CONT.)

- Our bodies also respond to the ways in which we think, feel, and act.
- This is called the "brain-body connection." When a person is stressed, anxious, or upset, her body may try to tell her that something isn't right. The body can do this with aches, pains, and even symptoms of illness.
- If feelings of stress, sadness, or anxiety are causing physical problems, keeping the feelings inside can make things even worse.

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SEEDS (CONT.)

- S – social connectivity**
Being in connection and relationship with others.
- E – exercise**
Thirty minutes a day can make a big difference.
- E – education**
Learn something new each day.
- D – diet**
The food we eat either nourishes or starves our brain.
- S – sleep**
Our brains and our bodies need to rest and regenerate each day.

(Arden 2014)

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Activities:
Reconnection with the Body

- Four Sensations
- Texture and Sensation



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TRAUMA HISTORY

	Child	Adolescent	Adult
Event(s)			
Life before the event(s)			
Life after the event(s)			
Overall impact of the event(s)			



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BEYOND TRAUMA **MODULE B:** THE IMPACT OF TRAUMA ON WOMEN'S LIVES

(8 activities)

Session 5 *How Trauma Affects Our Lives*

Session 6 *Abuse and the Family*



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BEYOND TRAUMA MODULE B, SESSION 5

HOW TRAUMA AFFECTS OUR LIVES

Goals of the session:

- To increase understanding of the effects of trauma on physical health
- To increase understanding of the effects of trauma on mental health



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SESSION 5 ACTIVITIES:

Triggers and the Body
Adverse Childhood Experiences
Questionnaire
Collage of the Effect of Violence,
Abuse, and Trauma
Yoga Pose 1: Breath of Joy



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TRAUMA AND ITS AFTERMATH

Women report the following:

- "Losing control" of life
- Re-experiencing—can't concentrate
- Self-image changes
- Depression
- Fear and anxiety
- Relationship problems
- Sexual issues



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Beyond Trauma

A Healing Journey for Women

RELATIONSHIP PROBLEMS MIGHT INCLUDE

- Idealizing or overvaluing relationships
- Fear of commitment
- Self-imposed isolation
- Triangulating with others
- Humiliating interactions

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RELATIONSHIP PROBLEMS MIGHT INCLUDE

- Involvement in abusive or criticizing relationships
- Difficulty trusting self/others with intimacy
- Tolerating abusive or excessive neediness patterns
- Emotional and physical caretaking of others at expense of self

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SEXUAL ISSUES MIGHT INCLUDE

- Avoidance/fear of sex
- Approaching sex as obligation
- Negative feelings with touch
- Difficulty with arousal, sensation
- Vaginal pain
- Emotional distance during sex (spacing out)
- Disturbing sexual thoughts and images
- Compulsive or inappropriate sexual behavior
- Difficulty in intimate relationships

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Lecture: Triggers

“Threat Cues”

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TRIGGERS AND THE BODY

- It can be very helpful to learn what makes someone feel scared or upset or angry and could cause her to go into crisis mode.
- Each woman has a unique history and specific triggers. There is no single profile.

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TRIGGER EXAMPLES

- Lack of privacy
- Not being listened to
- Being teased or picked on
- Feeling criticized
- Feeling humiliated
- Feeling hurt
- Feeling lonely
- Feeling pressured
- Feeling confused
- Darkness
- Loud noises
- People yelling
- Arguments
- Being isolated
- Being touched
- Experiencing unfair treatment

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A Healing Journey for Women

TRIGGER EXAMPLES (CONT.)

- Not having control
- Having others interfere in plans or goals
- Receiving mixed messages
- Being stared at
- Contact with family members
- Being around people who are drunk or high on drugs
- Being around someone who is expressing explosive anger

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EARLY WARNING SIGNS

"What happens just before you lose control?"

- What are some of the indications that someone is being triggered?
- Or, if you've been triggered, what did you notice just before losing control or having some other response?

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EARLY WARNING SIGNS (CONT.)

- Restlessness
- Agitation
- Pacing
- Shortness of breath
- Increase in body temperature
- Hard breathing
- Tight muscles
- Feeling of being "on edge"
- Sensation of tightness in the chest
- Sensation of "knot" in the stomach
- Heart pounding
- Sweating

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EARLY WARNING SIGNS (CONT.)

- Teeth clenching
- Hand wringing
- Shaking
- Crying
- Giggling
- Rocking
- Bouncing legs
- Swearing
- Singing inappropriately
- Eating more
- Smoking
- Drinking or using drugs

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Activity:
Adverse Childhood Experiences Questionnaire

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Activity:
Collage of the Effect of Violence, Abuse, and Trauma on Your Life

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A Healing Journey for Women

How it all began...

(Contributed by Donna V.)

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How it all began...

Reminds me that I see the world through the lens of trauma.

Reminds me of the trauma from residential schools.

Reminds me that once my people were whole and trauma has shattered us.

Reminds me of the trauma of "Mother Earth," the rape and pollution to the land that sustains our life, for money.

Reminds me it is only from the darkness we can see the light, and there can be light and hope in our world.

Prescription drug abuse (my mom's addiction).

Trauma breaks my heart.

Blood: reminds me of "intergenerational trauma," trauma passed down generation to generation.

Reminds me that cell phones interrupt and disconnect our human contact when at home together, take us out of our "present moment" (they have their place - balance).

(Contributed by Donna V.)

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BEYOND TRAUMA

MODULE B, SESSION 6

ABUSE AND THE FAMILY

Goals of the session:

- To understand some typical family dynamics
- To recognize the effects of abuse in families

(Contributed by Stephanie S. Covington)

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SESSION 6 ACTIVITIES:

- Family Sculpture
- Calming and Grounding
- Yoga Pose 2: Seated Pigeon
- Getting to Know My Inner Child

(Contributed by Stephanie S. Covington)

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Activity and Discussion:

Family Sculpture

(Contributed by Stephanie S. Covington)

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SEXUAL ABUSE IN FAMILIES

Psychological Abuse	Covert Abuse	Overt Abuse
<ul style="list-style-type: none"> Sexual jokes Verbal harassment Violating boundaries Telling child inappropriate sexual information 	<ul style="list-style-type: none"> Inappropriate touching Voyeurism Ridicule of bodies Sexual hugs Pornography 	<ul style="list-style-type: none"> Exhibitionism French kissing Fondling Oral sex Penetration

(Covington 1999, 2008)

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A Healing Journey for Women

Activity:
Getting to Know My Inner Child



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REPARING

The single most powerful and effective way to step safely out of rigid childhood roles and heal the wounds of the past is to reparent yourself. It is a critical part of self-healing that will allow you to know and love yourself and have healthy intimate relationships in the future.



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REPARING (CONT.)

- To do this you must be attuned to your inner child's feelings and needs.
- Attunement to your inner child can be the first step toward love and healing.
- Be empathetic, understanding, and gentle; validate the child's feelings and address them openly.



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REPARING (CONT.)

- You may feel comfortable reaching out to a close friend or partner, with whom you can be open and vulnerable, to allow this inner child to be held, loved, and nurtured.
- Without meeting the needs of your inner child, it can be difficult to meet your adult needs and the needs of those around you.



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MODULE C: HEALING FROM TRAUMA

(21 activities)

Session 7 The Connection between Trauma and Addiction: Spirals of Recovery and Healing

Session 8 Grounding and Self-Soothing

Session 9 The Mind and Body Connection

Session 10 Our Feelings

Session 11 Healthy Relationships

Session 12 Endings and Beginnings



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BEYOND TRAUMA
MODULE C, SESSION 7

THE CONNECTION BETWEEN TRAUMA AND ADDICTION: SPIRALS OF RECOVERY AND HEALING

Goals of the session:

- To understand the connection between trauma and addiction
- To understand the similarities between the process of healing from trauma and the process of recovery from addiction



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Beyond Trauma

A Healing Journey for Women

SESSION 7 ACTIVITIES:

Our Own Spirals
Drawing Safety
Self-Care Scale

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WOMEN, SUBSTANCE USE, AND TRAUMA

Often women believe that alcohol and other drugs help them in a variety of ways to

- Make connections with others
- Comfort themselves
- Manage or avoid feelings
- Escape physical pain
- Ease social withdrawal
- Feel comfortable with sexual intimacy
- Create distance

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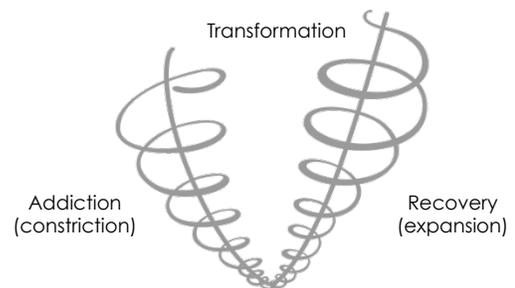
WOMEN, SUBSTANCE USE, AND TRAUMA (CONT.)

- Build courage
- Increase hope, the world seems better
- Forget the past
- Increase a sense of vitality
- Deal with a violent partner
- Dissociate (altered state)
- Feel numb
- Rewire the brain
- Maintain the status quo

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UPWARD SPIRAL

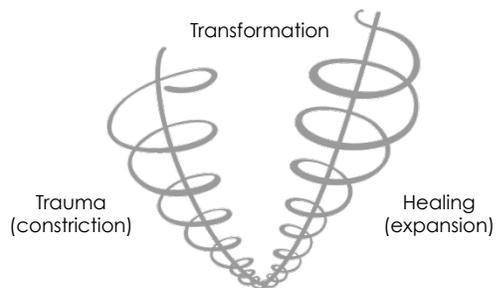


(Covington 1999, 2008)

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UPWARD SPIRAL



(Adapted from Covington 1999, 2008)

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TRANSFORMATION

- Internal shift
- "Who I am today is not who I was"

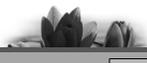
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Beyond Trauma

A Healing Journey for Women

Activity:
Our Own Spirals



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SELF-CARE SCALE

	Not at all	Just a little	Pretty much	Very much
I keep up my physical appearance (hair, bathing, nails, clean clothes).				
I exercise regularly.				
I eat healthy meals.				
I get restful sleep.				
I go to work/school or complete tasks.				
I can adapt to change.				
I keep up my living space.				

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SELF-CARE SCALE (CONT.)

	Not at all	Just a little	Pretty much	Very much
I take constructive criticism well.				
I can accept praise.				
I laugh at funny things.				
I acknowledge my needs and feelings.				
I engage in new interests.				
I can relax without alcohol and other drugs.				
I value myself.				
I feel and express gratitude.				

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BEYOND TRAUMA

MODULE C, SESSION 8

GROUNDING AND SELF-SOOTHING

Goal of the session:

- To be able to use grounding and self-soothing activities

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SESSION 8 ACTIVITIES:

Physical Grounding
Mental Grounding
Relaxation
Physical Boundaries



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GROUNDING

Grounding and self-soothing techniques are ways to detach or disconnect from inner emotional discomfort by focusing on the outer world.

Grounding techniques help the person become aware of the here and now. Grounding techniques can help women realize that they are in the here and now, and what they are experiencing is in the past, and it is not happening now.



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Beyond Trauma

A Healing Journey for Women

Activities:
Physical Grounding



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Activities:
Mental Grounding



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SELF-SOOTHING

	Alone	With Others
Daytime		
Nighttime		



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Activity:
Physical Boundaries



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BEYOND TRAUMA
MODULE C, SESSION 9

THE MIND AND BODY CONNECTION

Goal of the session:

- To understand the connection between the mind and the body

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SESSION 9 ACTIVITIES:

Creating a Container
Feelings and the Body
Communication and Feelings



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A Healing Journey for Women

Lecture: Emotional Wellness

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WHEN OVERWHELMED

- Slow down. Stop.
- What am I feeling?
- Does the intensity of the feeling match the situation?
- How old am I as I have this feeling?

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FIVE STEPS TO EMOTIONAL WELLNESS

1. Become aware of when you're having a feeling and how you're feeling. Tune in to yourself.
2. Name the feeling. Label it.
3. Try to locate the feeling in your body. Where are you experiencing the sensations?
4. Express the feeling in an appropriate way.
5. Learn to contain the feeling.

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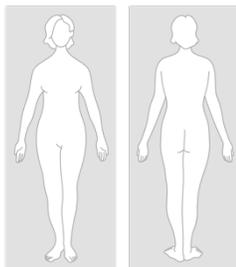
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Activity: Creating a Container

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MIND-BODY CONNECTION



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BEYOND TRAUMA MODULE C, SESSION 10

OUR FEELINGS

Goal of the session:

- To allow women to experience their feelings

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SESSION 10 ACTIVITIES:

The Observer Self
Losses
Yoga Pose 3: Modified Triangle
Meeting a Feeling

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Activity:
The Observer Self

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COMMON FEELINGS

- Anger
- Loss
- Grief
- Shame

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Activity:
Meeting a Feeling

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Lecture:
Happiness

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HAPPINESS (CONT.)

Research indicates spending 2 minutes each day doing 1 of these things for the next 21 days will increase your happiness:

1. Write down 3 things you're grateful for.
2. Write in your diary or journal about 1 positive experience you've had in the last 24 hours.

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HAPPINESS (CONT.)

3. Learn to meditate, to teach your brain to focus.
4. Use the first email/text you write every day to praise or thank someone you know. Or say something nice to the first person you see each day. Spread the happy.

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BEYOND TRAUMA MODULE C, SESSION 11

HEALTHY RELATIONSHIPS

Goals of the session:

- To learn the elements of a healthy relationship
- To realize the healing power of healthy relationships

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SESSION 11 ACTIVITIES:

Yoga Pose 4: Twisted Branches
The Relationship Wheel
Love Collage
Relationship Scale
Palms Down, Palms Up

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DEFINITION OF A HEALTHY RELATIONSHIP

- Feel a greater sense of zest, vitality, and energy.
- Empowers you to act, and you feel free to take action in your life.
- Each person has a more accurate perception of herself and the other person.
- Each person feels a greater sense of self-worth.
- Each person feels more connected to the other person and feels a greater motivation for connection with other people beyond those in this specific relationship.

(Miller 1986, 1990)

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RELATIONAL NEUROSCIENCE

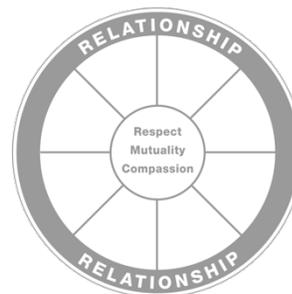
When we are cut off from others, our brains suffer. Can result in chronic irritability and anger, depression, addiction, and chronic physical illness.

(Banks 2015)

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RELATIONSHIP WHEEL



(Covington and Dasher 2000)

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CHARACTERISTICS OF A HEALTHY RELATIONSHIP

- Similarities
- Ability to deal with change
- Compatible values
- Effective, open communication
- Effective conflict/anger resolution
- Effective negotiation
- Firm personal boundaries
- Healthy sexual expression
- Shared quality time
- Friendship

(Covington and Beckett 1988)

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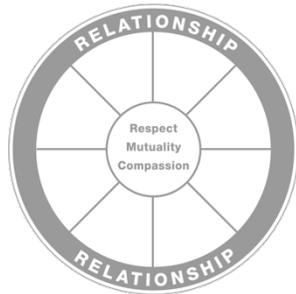


(Duluth Domestic Abuse Intervention Project)

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RELATIONSHIP WHEEL



(Covington and Doherty 2000)

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WHEEL OF LOVE



(Covington and Doherty 2000)

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Activity:
Love Collage

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Between-Sessions Activity:
Relationship Scale

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RELATIONSHIP SCALE

- Similarities
1 2 3 4 5 6 7 8 9 10
- Ability to Deal with Change
1 2 3 4 5 6 7 8 9 10
- Compatible Values
1 2 3 4 5 6 7 8 9 10
- Effective, Open Communication
1 2 3 4 5 6 7 8 9 10
- Effective Conflict/Anger Resolution
1 2 3 4 5 6 7 8 9 10

(Covington and Beckett 1988) © 2016 BY STEPHANIE S. COVINGTON 229

RELATIONSHIP SCALE (CONT.)

- Effective Negotiation
1 2 3 4 5 6 7 8 9 10
- Firm Personal Boundaries
1 2 3 4 5 6 7 8 9 10
- Healthy Sexual Expression
1 2 3 4 5 6 7 8 9 10
- Shared Quality Time
1 2 3 4 5 6 7 8 9 10
- Friendship
1 2 3 4 5 6 7 8 9 10

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BEYOND TRAUMA

MODULE C, SESSION 12

ENDINGS AND BEGINNINGS

Goal of the session:

- To understand the importance of connection in women's lives

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SESSION 12 ACTIVITIES:

- Building an Altar
- Appreciation
- Loving Kindness Meditation
- Meaningful Women in Our Lives



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GUIDELINES FOR ENDING A RELATIONSHIP

- Be direct and honest.
- Speak with "I" statements rather than "you" statements.
- Express feelings being experienced in the present.
- Assume personal responsibility for change.
- Decide the level of physical and emotional intimacy you want with the person in the future.



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GUIDELINES FOR ENDING A RELATIONSHIP (CONT.)

- Act in a timely fashion. Establish and adhere to agreed-on timelines by which changes should occur.
- Let the other person know what you appreciate about him or her.
- Let the other person know what you appreciated about the relationship.
- Tell her or him what you wish you'd been able to do differently.



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APPRECIATION

- What I appreciate about the other women in the group.
- What I appreciate about the group.

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SPIRITUALITY

One definition of spirituality is oneness, wholeness, connection to the universe; belief in something greater than yourself, trust in a higher or deeper part of yourself.

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SPIRITUAL PRACTICES

- Scheduling quiet time
- Praying
- Meditating
- Centering activities (singing and listening to music)
- Being out in nature
- Writing in a journal
- Helping others in need
- Creating a personal altar

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SPIRITUAL PRACTICES (CONT.)

- Attending church, synagogue, mosque, temple
- Helping others in need
- Learning from others
- Celebrating!

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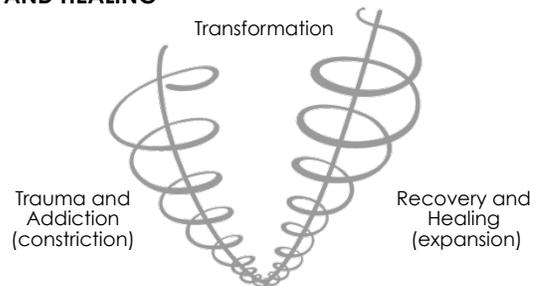
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Activity:
Meaningful Women in Our Lives

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SPIRAL OF TRAUMA, ADDICTION, RECOVERY, AND HEALING



(Covington 1999, 2008)

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With each ending,
space is created for new beginnings.

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WOMEN AND GIRLS HEALING

Working on multiple levels:

- Individual
- Political
- Spiritual

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